
A PRACTICAL APPLICATION TO SPANISH EDUCATION UNIT PLANNING

AN HONORS COLLEGE THESIS

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ABSTRACT

A major component of Spanish Education (as with any other content area) is the necessity for lesson planning. Each lesson is delicately prepared to best optimize classroom instruction time in which to teach the material and to promote a positive classroom environment, thus enabling effective learning for all students. Since each lesson is but a piece of the whole puzzle, lessons are frequently planned in terms of units of study, or a series of lessons aimed at achieving a specific purpose and mastery level in students. As I began student teaching this past semester at Anderson High School in Anderson, Indiana working with both Spanish levels I and II, I realized firsthand that a key aspect of any successful teacher is their ability to plan well for classes. My desire to prepare effective lessons for classes and to become a successful educator inspired my honors thesis, a collection of four units of study comprised of approximately thirteen lessons with the vast majority of materials included.

ACKNOWLEDGEMENTS

- I would like to thank Dr. Christopher L. Luke for inspiring me to be a creative, effective language educator, for bestowing me with the tools to do so, and for advising me throughout this project.
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- I would also like to thank my cooperating teacher, Pat McClish, who has unselfishly handed over her classes to me and given me encouragement all along the way.

THESIS VOCABULARY AND ABBREVIATIONS

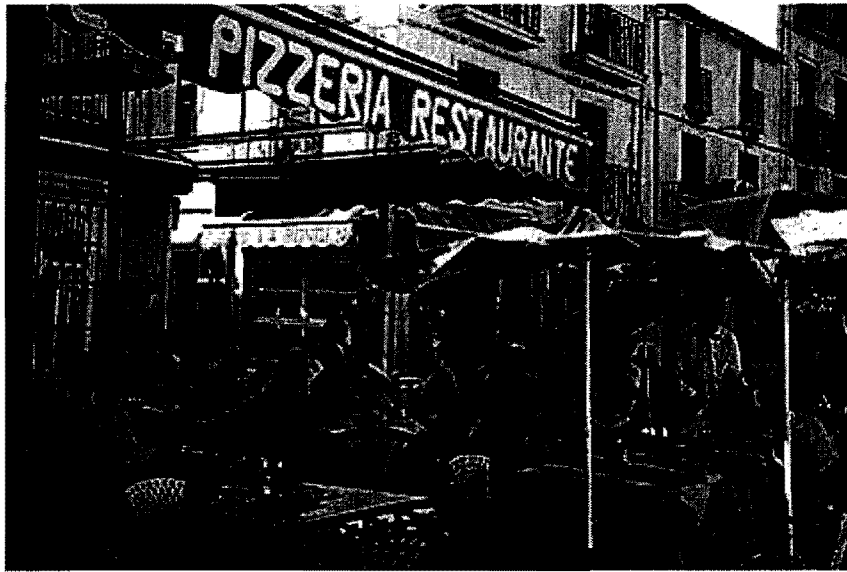
Foreign language lesson planning often includes a vocabulary of its own that is important to be clarified for its readers, these unit plans not being an exception to the rule. As you read through these unit plans, you will come across certain terminology that might be unfamiliar to you. This brief glossary of vocabulary terms and their abbreviations is designed to help clarify some of the possible confusion.

Bell Ringer Review (BRR) – a bell ringer review is an activity that begins immediately after the bell sounds and class begins and is frequently related to the material being studied, hence the name “bell ringer review.” These types of activities can be an oral or thought-provoking question, a puzzle, a writing activity, singing a song, etc. The general aim of a bell ringer is to focus students’ attention immediately on the task at hand and to review past material.

Total Physical Response Storytelling (TPRS) – the total physical response storytelling is a method of language instruction that aims at contextualizing grammar and vocabulary so that students see the language in its proper context. Through TPRS, teachers are finding that students can learn the language holistically without having to be taught strict grammar rules. This usually involves not only teaching the words, but using them in a story, or mini situation using gestures, having students retell the story, and assessing the learning of the words before continuing. Language, then, is acquired through comprehensive input.

Unit Plan

Spanish I



Chapter 5: En el café & -er / -ir verbs

Señor Kauffman

Lesson 1: Test Review, Pretest, and “En el Mercado” Vocab Intro

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to order food or a beverage at a café
- * Students will be able to identify foods and meals in Spanish
- * Students will be able to shop for food
- * Students will be able to talk about the eating habits of Spanish-speaking countries
- * Students will be able to locate, conjugate and use –er and –ir verbs in present tense

II. Objectives: What will the student do (short-term)?

- * Students will be able to locate and correct any errors on their previous test
- * Students will be able to display their current knowledge of the material through a pretest
- * Students will be able to begin processing food vocabulary through seeing and hearing
- * Students will be able to identify different foods orally and physically in Spanish on command
- * Students will be able to pronounce the vocab with picture cues

III. Standards: How does it align to the state standards?

- * INTASC # 1 – Teacher makes subject matter more meaningful for students
- * INTASC # 4 – Teacher uses a variety of instructional strategies
- * INTASC # 5 – Teacher creates a positive learning environment with social interaction
- * IASFL 1.1 – Students engage in providing and obtaining information
- * IASFL 1.2 – Students interpret written and spoken language

III. Materials: What will the teacher/student need?

- * Graded tests from previous chapters
- * Pretest for the unit (*Testing Program*: p.23-25)
- * Set of plastic foods (from BSU educational resources)
- * Chef hat and clothing
- * Permission slips for field trip to el Mercado
- * **Bulletin board:** Spanish food pyramid other food-related authentic materials

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) Until Ebert students arrive, spend some time reviewing the test from the previous chapter, highlighting specific common errors made by the students. Write errors on the board and have students come up and correct the errors (**20 min**).

(b) Body –

- (1) Give a brief introduction to the new unit (en el café and –er / -ir verbs) and what students can expect (vocab, field trip, project, guest speaker) (**3 min**).
- (2) Give students a short *pretest* to identify current knowledge of topic (**10 min**).

Lesson 2: Foods Review and Guest Speaker

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to order food or a beverage at a café
- * Students will be able to identify foods and meals in Spanish
- * Students will be able to shop for food
- * Students will be able to talk about the eating habits of Spanish-speaking countries
- * Students will be able to locate, conjugate and use –er and –ir verbs in present tense

II. Objectives: What will the student do (short-term)?

- * Students will be able to review food vocabulary.
- * Students will be able to listen to a guest speaker talk about Hispanic foods
- * Students will be able to identify similarities/differences between Hispanic and their own foods, grocery stores and diets
- * Students will be able to sample authentic recipes
- * Students will be able to match pictures of food with its corresponding word (memory)
- * Students will be able to translate ingredients into English from Spanish recipes

III. Standards: How does it align to the state standards?

- * INTASC # 6 – Teacher uses a variety of communicative techniques
- * INTASC # 3 – Teacher creates instruction that is geared toward diverse learners
- * INTASC # 10 – Teacher builds bridges between school and community
- * IASFL 1.2 – Students interpret written and spoken language
- * IASFL 1.4 – Student sees the relationship between cultural practices and perspectives
- * IASFL 1.9 – Students make comparisons between cultures

III. Materials: What will the teacher/student need?

- * Recipes in Spanish (from Katy) with ingredients underlined for students to translate
- * Memory game cards
- * Vocabulary transparency
- * Overhead projector
- * Traditional food (hopefully brought or inspired by the guest speaker)

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) Until Ebert students arrive, spend time reviewing new vocabulary. Using transparencies and overhead projector, ask students in Spanish what each food is:

¿Qué es esto? ¿Cómo se llama esta fruta? (10 min).

- (2) Pass out food review handout (Las Comidas) to students. Spend several minutes filling in the blanks with the corresponding Spanish word (10 min).

Lesson 3 Option I: Fieldtrip to Spanish Market

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to order food or a beverage at a café
- * Students will be able to identify foods and meals in Spanish
- * Students will be able to shop for food
- * Students will be able to talk about the eating habits of Spanish-speaking countries
- * Students will be able to locate, conjugate and use –er and –ir verbs in present tense

II. Objectives: What will the student do (short-term)?

- * Students will be able to locate specific food items in the store
- * Students will be able to write down prices for each item asked
- * Students will be able to ask employees where certain foods are in Spanish
- * Students will be able to ask one another prices they didn't have in Spanish

III. Standards: How does it align to the state standards?

- * INTASC # 2 – Teacher provides opportunities to support intellectual and social development
- * INTASC # 4 – Teacher uses a variety of instructional strategies
- * INTASC # 6 – Teacher uses a variety of communicative techniques
- * INTASC # 10 – Teacher bridges gap between school and community
- * IASFL 1.1 – Students engage in conversations to obtain information
- * IASFL 1.5 – Students see relationship between products and perspectives of culture
- * IASFL 1.10 – Students use language beyond the school setting

III. Materials: What will the teacher/student need?

- * Information gap handouts (have 10 different ones total, as students work in groups of 2)
- * Permission slips (handed in)
- * Half sheet with helpful questions to ask at the store: *¿dónde están...? ¿cuánto cuestan?*

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) As students come in (Ebert students early this day), make sure they all have their permission slips in and turn in their homework. Explain what students are to do: in groups of two, students will have to find the brand-specific items on their handout and write down the prices. If they have any questions about where something is or what something is, they must ask the employees *in Spanish* (they will have a cheat sheet). Once they find all the materials, they must ask one another *in Spanish* how much the other items on their list cost. Have students bring all their materials and belongings to the store and then head out to the bus/van (**5 min**).

Lesson 3 Option II: Sack Races and er/ir Verbs Introduction

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to order food or a beverage at a café
- * Students will be able to identify foods and meals in Spanish
- * Students will be able to shop for food
- * Students will be able to talk about the eating habits of Spanish-speaking countries
- * Students will be able to locate, conjugate and use –er and –ir verbs in present tense

II. Objectives: What will the student do (short-term)?

- * Students will be able to share their translated recipe ingredients in Spanish
- * Students will be able to locate specific items in a grocery bag in Spanish
- * Students will be able to hypothesize how to conjugate er/ir verbs
- * Students will be able to begin conjugating er/ir verbs

III. Standards: How does it align to the state standards?

- * INTASC # 1 – Teacher understands subject matter and makes it more meaningful
- * INTASC # 2 – Teacher understands student learning and provides developmental opportunities
- * INTASC # 4 – Teacher uses a variety of instructional strategies
- * IASFL 1.2 – Students interpret written language on a variety of topics
- * IASFL 1.6 – Students reinforce their knowledge of other disciplines
- * IASFL 1.8 – Students make comparisons between their language and the language studied

III. Materials: What will the teacher/student need?

- * 2 grocery bags filled with the same food items
- * Worksheet: p.19-24 – Curso Primero
- * Listening workbooks and CD, p.22-23
- * Transparency of Er and ir verb cloze and overhead machine
- * Er and ir verb cloze handout

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) Go over students' homework. Ask students to translate the different words of the recipes.
Where there any other words that you recognized or wanted to know? (10 min).
- (2) Do some listening comprehension activities. Have students turn to pages 22-23 and do exercises I-L. Have students fill in workbook (15 min).

Lesson 4: Food Quiz and Café Vocabulary

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to order food or a beverage at a café
- * Students will be able to identify foods and meals in Spanish
- * Students will be able to shop for food
- * Students will be able to talk about the eating habits of Spanish-speaking countries
- * Students will be able to locate, conjugate and use –er and –ir verbs in present tense

II. Objectives: What will the student do (short-term)?

- * Students will be able to review the food vocabulary for the quiz
- * Students will be able to display their knowledge of the vocabulary by means of a quiz
- * Students will be able to listen to and begin to process new vocabulary, *En el café*
- * Students will be able to notice similarities and differences in authentic Spanish menus
- * Students will be able to begin conjugating –er / -ir verbs

III. Standards: How does it align to the state standards?

- * INTASC # 1 – Teacher understands content and can make it more meaningful
- * INTASC # 6 – Teacher uses media communication
- * INTASC # 8 – Teacher uses a variety of formal and informal assessment methods
- * ACTFL 1.1 – Students provide information in conversations
- * IASFL 1.2 – Students interpret spoken language
- * IASFL 1.4 – Students demonstrate an understanding of the cultural practices and perspectives

III. Materials: What will the teacher/student need?

- * Laptop computer with PowerPoint (from media center or BSU)
- * Video projector (from media center or BSU)
- * Food vocabulary quiz
- * Authentic menus (from Spanish-speaking countries).
- * PowerPoint presentation of different foods on a menu.
- * Waiter costume: black pants, white shirt, black tie/bowtie, white towel, food tray
- * Sections of the school lunch menus.

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) Have students turn in their homework. Until Ebert students arrive, spend some time reviewing the food vocabulary for the quiz (or let students finish up fieldtrip worksheet if needed). Go through the book (p.138-139) and review visually and orally the words, vocab, and phrases. Afterwards have students close their books and ask them in Spanish how to say things: **(20 min)**.

¿Cómo se dice _____ en español?

Lesson 5: Café Vocabulary Day

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to order food or a beverage at a café
- * Students will be able to identify foods and meals in Spanish
- * Students will be able to shop for food
- * Students will be able to talk about the eating habits of Spanish-speaking countries
- * Students will be able to locate, conjugate and use –er and –ir verbs in present tense

II. Objectives: What will the student do (short-term)?

- * Students will be able to hear the vocabulary words and identify them
- * Students will be able to act out scenes at a café
- * Students will be able to begin creating their own menus
- * Students will be able to begin conjugating –er and –ir verbs
- * Students will be able to translate parts of the school lunch menu into Spanish

III. Standards: How does it align to the state standards?

- * INTASC # 2 – Teacher provides learning opportunities that support intellectual growth
- * INTASC # 3 – Teacher understands learning differences and creates adapted activities
- * INTASC # 8 – Teacher uses a variety of formal and informal assessments
- * IASFL 1.2 – Students interpret a variety of written and spoken language
- * IASFL 1.4 – Students demonstrate an understanding of the cultural practices and perspectives
- * IASFL 1.5 – Students demonstrate the relationship between products and perspectives

III. Materials: What will the teacher/student need?

- * Examples of students' menus from the French teacher
- * Listening comprehension CD's
- * Student workbooks
- * Sections of the lunch menu for students to translate
- * -er / -ir verbs worksheet
- * En el café script
- * Handout of different menu food vocabulary

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** What did you eat yesterday? List all the foods you can in Spanish. (5 min).

(b) Body –

- (1) For homework, the students were to translate sections of the school menu. Have them share with the class what they translated (10 min).

Lesson 6: Recipes and Menu Library Time

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to order food or a beverage at a café
- * Students will be able to identify foods and meals in Spanish
- * Students will be able to shop for food
- * Students will be able to talk about the eating habits of Spanish-speaking countries
- * Students will be able to locate, conjugate and use –er and –ir verbs in present tense

II. Objectives: What will the student do (short-term)?

- * Students will be able to review the use –er and –ir verbs in present tense
- * Students will be able to create their own menus in Spanish on the computer
- * Students will be able to select authentic dishes to cook and to bring into class

III. Standards: How does it align to the state standards?

- * INTASC # 4 – Teacher uses a variety of instructional strategies
- * INTASC # 5 – Teacher creates a learning environment that encourages active learning
- * INTASC # 6 – Teacher uses knowledge of effective media communication techniques
- * IASFL 1.1 – Students engage in conversations with other students
- * IASFL 1.2 – Students understand and interpret written language
- * IASFL 1.6 – Students reinforce their knowledge of other disciplines

III. Materials: What will the teacher/student need?

- * Library and computer access
- * Authentic recipes for students to choose to bring to class

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** using the verbs *comer*, *leer*, *vivir*, and *escribir*, write a short story narrating you and your friends going to a restaurant (**10 min**).

(b) Body –

- (1) Reinforce the –er and –ir verbs by going over activity A on page 143. Have several students play the roles of Pablo and Linda – read through it several times. Go through the questions orally in class (**10 min**).
- (2) Ask students if they want to have a food and video day next week. If so, have some authentic recipes for them to bring in. Have students sign up for what they want to bring in at the end of next week. This will count as a regular homework assignment. Students need to write out the ingredients in Spanish to turn in with the food (**5 min**).

Lesson 7: Vocab quiz, Pronunciation, and Eating Routines

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to order food or a beverage at a café
- * Students will be able to identify foods and meals in Spanish
- * Students will be able to shop for food
- * Students will be able to talk about the eating habits of Spanish-speaking countries

II. Objectives: What will the student do (short-term)?

- * Students will be able to order drinks, food, and dessert and ask for the bill
- * Students will be able to answer questions with moderate success using *er/ir* verbs
- * Students will be able to pronounce the Spanish *d* with moderate fluency
- * Students will be able to report to other students about Hispanic eating habits
- * Students will be able to describe eating habits in Spanish-speaking countries

III. Standards: How does it align to the state standards?

- * INTASC # 5 – Teacher creates a learning environment that encourages positive social interaction
- * INTASC # 6 – Teacher uses verbal communication to foster collaboration and interaction
- * INTASC # 8 – Teacher uses formal and informal assessment strategies
- * IASFL 1.1 – Students engage in conversations and provide information verbally
- * IASFL 1.3 – Students present information and concepts to an audience
- * IASFL 1.7 – Students recognize distinct viewpoints through foreign language
- * IASFL 1.9 – Students make comparisons between their own culture and the culture studied

III. Materials: What will the teacher/student need?

- * Trabalenguas: “d” sounds
- * Dessert for students to eat
- * Transparency paper and markers

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) Remind students that they are quizzing today. Give them an example of what they need to do: order drink, food, and dessert, ask how much something costs and ask for the bill. Tell them how they will be graded (3 min).

(b) Body –

- (1) *Review for quiz:* have students get into groups of three (choose groups). Have them take turns being the waiter and clients. Have them pretend that they are in a café and they want to order something to eat, drink and for dessert and ask how much something costs. Take turns and switch roles (12 min).

Lesson 8: Food and Videos

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to order food or a beverage at a café
- * Students will be able to identify foods and meals in Spanish
- * Students will be able to shop for food
- * Students will be able to talk about the eating habits of Spanish-speaking countries
- * Students will be able to locate, conjugate and use –er and –ir verbs in present tense

II. Objectives: What will the student do (short-term)?

- * Students will be able to answer questions orally about Spanish eating habits
- * Students will be able to review the rules of er/ir verbs
- * Students will be able to summarize the events of the chapter video
- * Students will be able to sample various “authentic” recipes
- * Students will be able to report the ingredients of their foods in Spanish

III. Standards: How does it align to the state standards?

- * INTASC # 1 – Teacher understands content and creates meaningful experiences
- * INTASC # 5 – Teacher creates a learning environment that encourages positive interaction
- * INTASC # 6 – Teacher uses effective media communication techniques
- * IASFL 1.1 – Students engage in conversations
- * IASFL 1.2 – Students understand and interpret spoken language
- * IASFL 1.4 – Students demonstrate an understanding of cultural practices and perspectives
- * IASFL 1.6 – Students reinforce their knowledge of other disciplines

III. Materials: What will the teacher/student need?

- * Chapter 5 video
- * Video questions to answer
- * Spanish cartoons
- * Paper plates, plasticware, and napkins
- * Worksheet p.14-16 – Spanish First Year

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** look at the pictures on page 137 at the bottom. Write one sentence describing each picture. Share with the class (**10 min**).

(b) Body –

- (1) Review er/ir verbs. Hand out worksheet to students. Go through the first examples with them and then have them finish the rest. Go over answers in class (**20 min**).

Lesson 9: Review Day

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to order food or a beverage at a café
- * Students will be able to identify foods and meals in Spanish
- * Students will be able to shop for food
- * Students will be able to talk about the eating habits of Spanish-speaking countries
- * Students will be able to locate, conjugate and use –er and –ir verbs in present tense

II. Objectives: What will the student do (short-term)?

- * Students will be able to ask one another questions and answer them correctly
- * Students will be able to ask a waiter for two given items
- * Students will be able to locate correct food pictures when hearing the Spanish word
- * Students will be able to translate verbs and use them correctly in a sentence

III. Standards: How does it align to the state standards?

- * INTASC # 2 – Teacher understands student learning and creates learning opportunities
- * INTASC # 3 – Teacher creates instructional opportunities that support diverse learners
- * INTASC # 5 – Teacher creates a learning environment that promotes active collaboration
- * INTASC # 7 – Teacher plans and manages instruction based on knowledge of students

III. Materials: What will the teacher/student need?

- | | |
|----------------------------------|-----------------------|
| * Portfolio list handout | * Flyswatters |
| * Food bingo | * 4 dice for café-off |
| * Candy/pesos for winning groups | |

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** Have some personal questions on the board for students to write down as they get settled into class (p.144 – C) (**10 min**).
- (2) Go over homework assignment (p.145 – E). Have a student ask another student the first questions, which they are to answer personally about them and a friend (using nosotros). Once that person answers, they can ask another person the next questions. Continue doing this until all have answered (**10 min**).

(b) Body –

- (1) Remind students that today is a review day for the test next class. Group the class into two teams. Today these two teams will face off in 3 review games for their choice of pesos or candy. Have groups get together and make a name (**5 min**).

Lesson 10: Chapter test

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to order food or a beverage at a café
- * Students will be able to identify foods and meals in Spanish
- * Students will be able to shop for food
- * Students will be able to talk about the eating habits of Spanish-speaking countries
- * Students will be able to locate, conjugate and use –er and –ir verbs in present tense

II. Objectives: What will the student do (short-term)?

- * Students will be able to show their knowledge of café vocabulary
- * Students will be able to show their knowledge of foods vocabulary
- * Students will be able to show their knowledge of er/ir verbs

III. Standards: How does it align to the state standards?

- * INTASC # 2 – Teacher understands student learning and provides learning experiences
- * INTASC # 4 – Teacher encourages development of performance skills
- * INTASC # 8 – Teacher uses a variety of formal and informal assessment strategies
- * IASFL 1.1 – Students engage in providing and obtaining information.
- * IASFL 1.2 – Students understand and interpret written and spoken language
- * IASFL 1.7 – Students learn about the distinct viewpoints in foreign language

III. Materials: What will the teacher/student need?

- * Chapter test
- * Portfolios and study guides

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) Remind students that today is the chapter test. Give them some time to go through their portfolios to make sure that everything they need is included. Go through piece by piece to show them what they need to have in it. Also give them some time to look over the material to be covered on the test. Also, they can work on their study guides as well (**20 min**).

Chapter 4 Food Unit Pre-Test

I. Verdad o Falso: If the answer to the question is true (verdad), write a “V” in the blank. If the answer is falso (false), write an “F” in the blank.

1. ____ Una manzana es un vegetal.
2. ____ En el mercado, usamos un menú.
3. ____ En la mañana, comemos el desayuno.
4. ____ En Latinoamérica, la cena es la comida principal.
5. ____ Compramos comida en un mercado.
6. ____ Los guisantes son vegetales verdes.
7. ____ Estas comidas son tipos de postre: pan dulce, helado, y queso.
8. ____ En Latinoamérica, muchas veces la gente va a casa para comer el almuerzo.
9. ____ El mesero da la cuenta a los clientes.
10. ____ Después de comer en un restaurante, pagamos la cuenta.
11. ____ Un café con leche es para comer.
12. ____ Una ensalada incluye lechuga, tomates, cebollas, y zanahorias.
13. ____ Un mercado es más grande que un supermercado.
14. ____ En Latinoamérica, la gente come la cena más tarde, a las ocho a las diez.
15. ____ Los meseros leen el menú y comen en un restaurante.

II. Matching: For each Spanish word, write the letter next to the corresponding picture in the blank provided.

1. _____ la lechuga

2. _____ las papas

3. _____ la zanahoria

4. _____ los guisantes

5. _____ el pescado

6. _____ los mariscos

7. _____ una lata de atún

8. _____ el arroz

9. _____ la manzana

10. _____ el queso

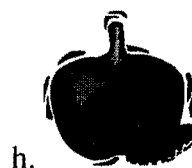
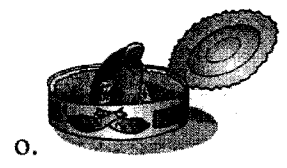
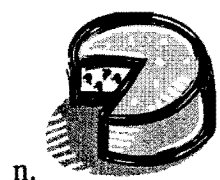
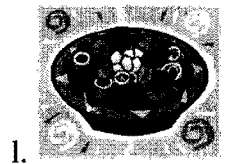
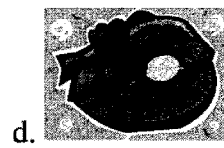
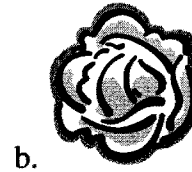
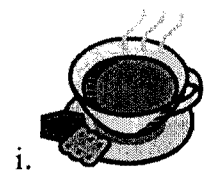
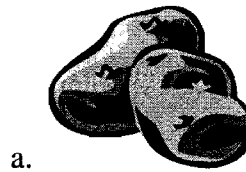
11. _____ la leche

12. _____ los frijoles

13. _____ una ensalada

14. _____ un té helado

15. _____ una sopa



III. Multiple Choice: Circle the best answer that makes the most sense to complete the following sentences.

1. Los estudiantes _____ en la cafetería de la escuela.

- | | | |
|------------|------------|----------|
| a. comemos | c. coman | e. comas |
| b. comen | d. comamos | |

2. Teresa _____ el menú.

- | | | |
|-----------|--------|--------|
| a. lea | c. lee | e. leo |
| b. leamos | d. le | |

3. ¿_____ tú el menú del restaurante?

- | | | |
|---------------|---------------|---------------|
| a. comprende | c. comprenden | e. comprendes |
| b. comprendas | d. comprender | |

4. - *¿Dónde vives tú?* - *¿Yo?* Yo _____ en Indiana.

- | | | |
|----------|-----------|-----------|
| a. vivo | c. viveo | e. viveno |
| b. vivoy | d. viviro | |

5. ¿Dónde lees tú un menú?

- | | | |
|-----------------|------------------|------------------|
| a. en la cocina | c. en la escuela | e. en el mercado |
| b. en el café | d. en casa | |

Ensalada de pollo y tomate al curry
Ingredientes:

- 3 medias pechugas de **(#1) pollo**
- 1 cebolla perla pequeña troceada
- 2 cucharadas de aceite de oliva
- 1/2 taza de **(#2) jugo de tomate**
- 2 1/2 cucharaditas de curry en polvo
- 1 cucharadita de vinagre de vino
- 1/4 taza de **(#3) yogur** natural
- 2 cucharadas de almendras cortadas en rodajas
- Sal y pimienta.

Elaboración:

En una sartén grande poner las pechugas con suficiente agua para cubrirlas, lleva el agua a ebullición y, a continuación, déjalo a fuego lento hasta que la carne se cocine. Reservar.

En una sartén freír la cebolla en aceite, a una temperatura media, hasta que se ponga dorada. Añadirle el jugo de tomate, el curry, el vinagre y sal y pimienta al gusto. Después de que se han mezclado bien todos los ingredientes pasarlos a un recipiente.

Cuando las pechugas se enfrien cortarlas. Quitarles la piel y huesos, cortarlas en tacos y añadirles a la salsa.

Ensalada fría
Ingredientes:

- 1 taza de fideos "coditos"
- 1 libra de jamón
- **(#4) 3 huevos**
- **(#5) 1 manzana**
- 1/3 de taza de piña
- **(#6) 1 papa grande**
- 1 cebolla perla
- 1/3 de taza de mayonesa
- 1 cucharadita de sal.

Elaboración:

En una olla calentar agua con sal, cuando esté hirviendo añadirle el fideo, los huevos y la papa picada en cuadritos pequeños. Cocinar hasta que la papa se ablande.

Picar la cebolla y el jamón bien finitos. Cortar la manzana y la piña en cuadritos pequeños. Cuando el fideo, la papa y los huevos estén cocinados, escurrir el agua, pelar y picar los huevos en pequeñas lascas y unirlos con la piña, manzana, jamón y cebolla.

Añadirle la mayonesa y revolver. Dejar enfriar en el refrigerador antes de comer.

Ensalada de pollo y aguacate
Ingredientes:

- 200 gramos de **(#7) carne** de
- 2 aguacate cocido **(#8) pollo**
- **(#9) 1 manzana** cocida
- 1 cucharada sopera de **(#10) jugo de limón**
- 1 tallo de apio
- 4 cucharadas soperas de mayonesa
- 60 gramos de mitades de nuez
- 4 hojas grandes de **(#11) lechuga**.
- 2 cucharadas soperas de hierbas finas picadas.

Elaboración:

Corte el pollo en cuadritos pequeños o en tiras delgadas. Pele los aguacates y la manzana, corte la manzana y los aguacates en cuadros o tiras delgadas, después rocíelas con el jugo de limón. Limpie el apio y píquelo. Revuelva todos los ingredientes con la mayonesa.

Separe mitades de nuez para la decoración y pique el resto con un cuchillo, incorpore esta nuez picada a la ensalada mezclada.

Lave las hojas de lechuga séquelas y tapice con ellas un plato de servicio. Ponga la ensalada mezclada encima y decore con las mitades de nuez que separó anteriormente.

(#1) _____

(#2) _____

(#3) _____

(#4) _____

(#5) _____

(#6) _____

(#7) _____

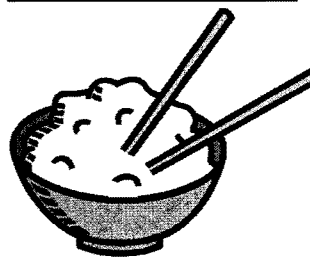
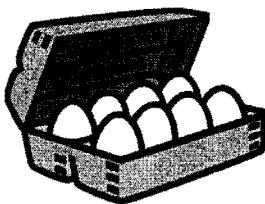
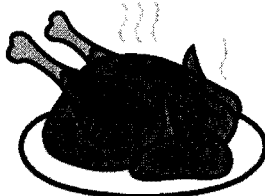
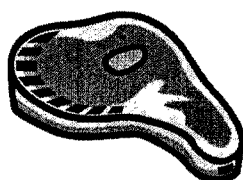
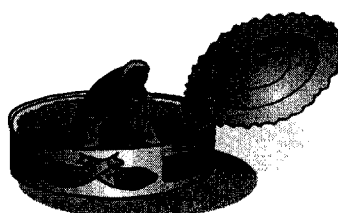
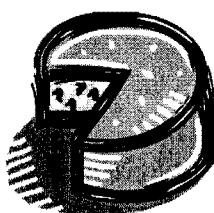
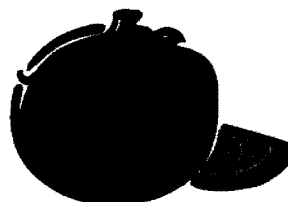
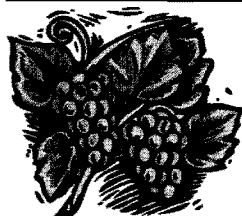
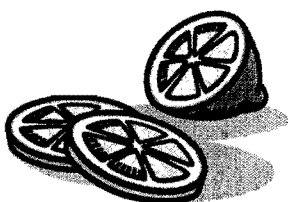
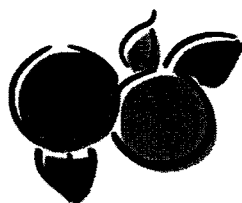
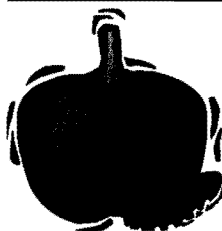
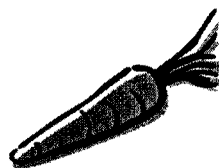
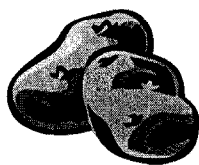
(#8) _____

(#9) _____

(#10) _____

(#11) _____

Las Comidas...



El menú del día...



¡Bienvenidos al Restaurante Kauffman!

El mesero...

¡Hola! Me llamo Señor Kauffman, y yo soy su **mesero** hoy...

El mesero
(el camarero)



¿Buscan una mesa libre?

Una mesa libre

Una mesa ocupada



Las mesas

El menú...



Para beber (o para tomar)...

Un café solo



Un café con leche



Una Coca-Cola



Un té helado



Una limonada



Un agua



Para comer...

Una sopa



Un queso



Una ensalada

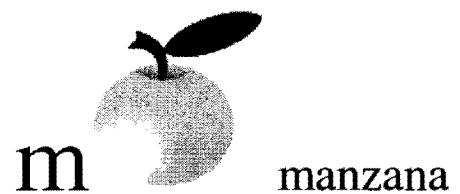
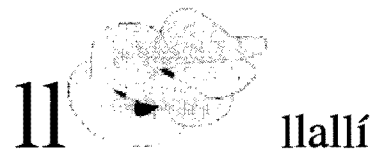
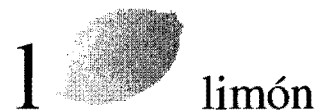


Papas fritas




El pan







n  naranja


ñ  ñame

o  ostra

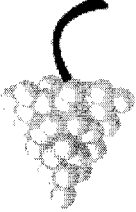
p  plátano

q  queso


r  rábano

s  seta

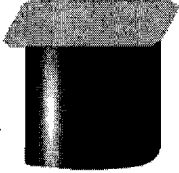
t  tomate

u  uvas

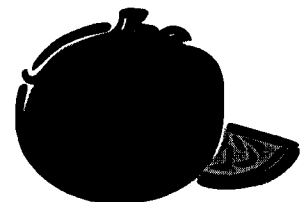
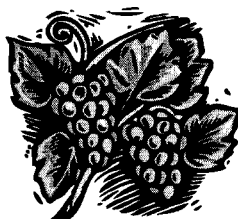
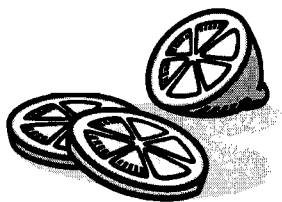
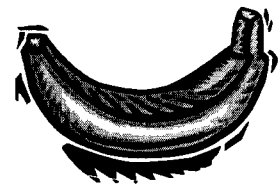
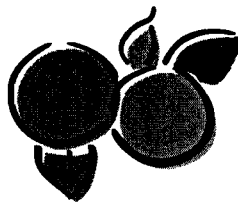
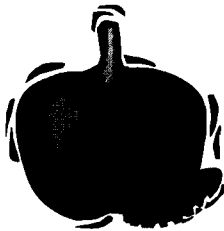
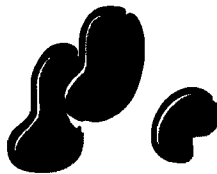
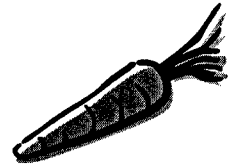
v  vino

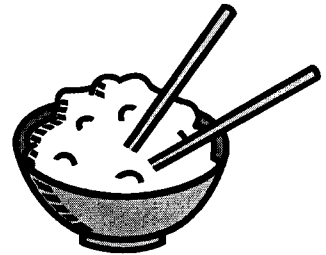
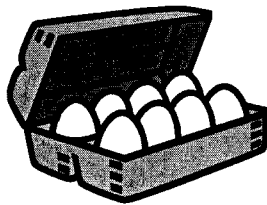
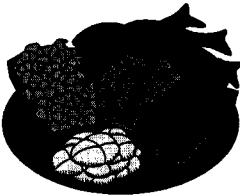
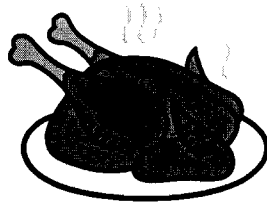
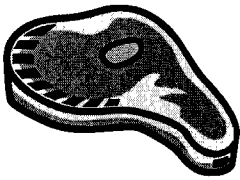
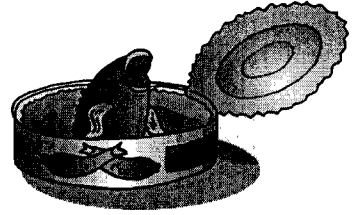
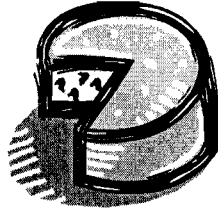
w  whisky

x ???

y  yogourt

z  zanahoria





La Lechuga	Las Papas	Las Zanahorias
Las Judías Verdes	Las Habichuelas/ Los Frijoles	Los Guisantes
La Manzana	Las Naranjas/ Las Chinas	El Plátano
El Limón	Las Uvas	El Tomate

La Leche	El Queso	El Atún
La Carne/ Un Biftec	El Pollo	El Pescado
Los Mariscos	Los Huevos	El Arroz

“En el café” script

Tres amigos van a un restaurante.

Se sientan en una mesa libre.

Llega el mesero (o el camarero).

Él les pregunta: *¿Qué desean ustedes para beber?*

Y ellos dicen: _____. Él sale y él llega con los refrescos.

Él les pregunta: *¿Qué desean ustedes para comer?*

Y ellos dicen: _____. Él sale y él llega con la comida.

Él les pregunta: *¿Qué desean ustedes para el postre?*

Y ellos dicen: _____. Él sale y él llega con el postre.

Les da a ellos la cuenta. Ellos pagan la cuenta.

Er and Ir Verbs

In Spanish, there are three categories of verbs. The category is determined by the last two letters of the infinitive:

(1) _____ Ex. _____

(2) _____ Ex. _____

(3) _____ Ex. _____

The _____ is the base form of the verb, such as to speak, to eat, to live, etc. In Spanish, all infinitives end in -ar, -er, or -ir.

-ar verb
hablar (to speak)

-er verb
comer (to eat)

-ir verb
vivir (to live)

To conjugate a verb means to change the infinitive ending so that it

Here is the present tense conjugation of the infinitive "to speak" in English:

	<i>to speak</i>	
I speak		we speak
you speak		you-all speak
he/she speaks		they speak

The present tense in Spanish can mean three things. For example, the Spanish phrase "yo hablo" can mean:

(1) _____ Ex. _____

(2) _____ Ex. _____

(3) _____ Ex. _____

Spanish infinitives are divided into two parts:

(1) The _____ is the last two letters.

(2) The _____ is everything that's left after you remove the ending.

habl + ar = hablar

com + er = comer

viv + ir = vivir

Remember how we conjugate regular -ar verbs in the present tense. Using the verb hablar (to speak) as an example, fill in the correct ending for each subject:

	Singular	Plural
1st person	yo habl_____	nosotros habl _____
2nd person	tú habl _____	
3rd person	Él/ella/ usted habl _____	Ellos/ellas/ Ustedes habl _____

To conjugate regular -er verbs, simply drop the ending (-er) and the following ending:

	Singular	Plural
1st person	yo _____	nosotros _____
2nd person	tú _____	
3rd person	Él/ella/ usted _____	Ellos/ellas/ Ustedes _____

Conjugate regular -ir verbs is similar. Drop the ending (-ir) and the following ending:

	Singular	Plural
1st person	yo _____	nosotros _____
2nd person	tú _____	
3rd person	Él/ella/ usted _____	Ellos/ellas/ Ustedes _____

The only difference in conjugating the -ir verbs is that _____ form ends in _____.

Chapter 4 Food Unit Post-Test

I. Verdad o Falso: If the answer to the question is true (verdad), write a “V” in the blank. If the answer is falso (false), write an “F” in the blank.

1. ____ Una manzana es un vegetal.
2. ____ En el mercado, usamos un menú.
3. ____ En la mañana, comemos el desayuno.
4. ____ En Latinoamérica, la cena es la comida principal.
5. ____ Compramos comida en un mercado.
6. ____ Los guisantes son vegetales verdes.
7. ____ Estas comidas son tipos de postre: pan dulce, helado, y queso.
8. ____ En Latinoamérica, muchas veces la gente va a casa para comer el almuerzo.
9. ____ El mesero da la cuenta a los clientes.
10. ____ Después de comer en un restaurante, pagamos la cuenta.
11. ____ Un café con leche es para comer.
12. ____ Una ensalada incluye lechuga, tomates, cebollas, y zanahorias.
13. ____ Un mercado es más grande que un supermercado.
14. ____ En Latinoamérica, la gente come la cena más tarde, a las ocho a las diez.
15. ____ Los meseros leen el menú y comen en un restaurante.
16. ____ En la cena comemos un bistec.
17. ____ En el desayuno comemos cereales, huevos, pan dulce, yogur, y pan tostado.
18. ____ En la cena comemos carne o pescado, papas o arroz, un vegetal y un postre.
19. ____ En el desayuno comemos un bocadillo de pollo con papas fritas y una ensalada.
20. ____ Los meseros escriben la orden.

II. Multiple Choice: Circle the best answer that makes the most sense to complete the following sentences.

1. Los estudiantes _____ en la cafetería de la escuela.
a. comemos c. coman e. comas
b. comen d. comamos
2. Teresa _____ el menú.
a. lea c. lee e. leo
b. leamos d. le
3. ¿ _____ tú el menú del restaurante?
a. comprende c. comprenden e. comprendes
b. comprendas d. comprender
4. - ¿Dónde vives tú? - ¿Yo? Yo _____ en Indiana.
a. vivo c. vivo e. vivo
b. vivoy d. viviro
5. ¿Dónde lees tú un menú?
a. en la cocina c. en la escuela e. en el mercado
b. en el café d. en casa
6. Ana bebe _____ en el restaurante.
a. una hamburguesa c. un plátano e. el queso
b. unas papas fritas d. un té helado
7. Para _____ hay café, té y refrescos.
a. tomar c. ir e. leer
b. comer d. llegar
8. En la mañana, yo como _____.
a. el desayuno c. el almuerzo e. un café
b. la cena d. los mariscos
9. La señora _____ en el mercado.
a. va de compras c. busca una mesa e. habla con el mesero
b. lee el menú d. escribe la orden
10. En el mercado, venden _____.
a. vegetales y frutas c. latas de atún e. los meseros
b. los menús d. productos congelados

III. Matching: For each Spanish word, write the letter next to the corresponding picture in the blank provided.

1. _____ la lechuga

2. _____ las papas

3. _____ la zanahoria

4. _____ los guisantes

5. _____ el pescado

6. _____ los mariscos

7. _____ una lata de atún

8. _____ el arroz

9. _____ la manzana

10. _____ el queso

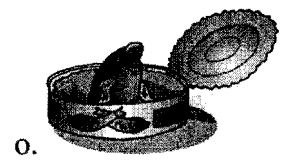
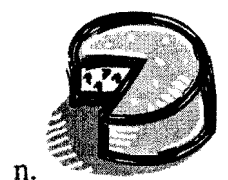
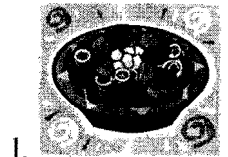
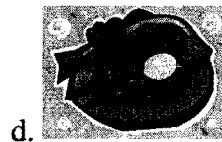
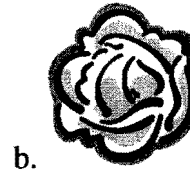
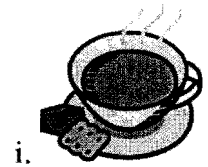
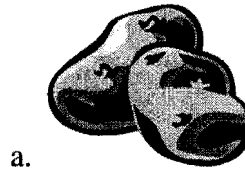
11. _____ la leche

12. _____ los frijoles

13. _____ una ensalada

14. _____ un té helado

15. _____ una sopa



Lesson 1: Chapter 6 Intro, Family Vocab Intro, Tener Intro

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to talk about their family and to describe their home
- * Students will be able to tell their age and find out someone else's age
- * Students will be able to tell what they have to do and are going to do
- * Students will be able to tell what belongs to them as well as to others
- * Students will be able to describe the differences in Spanish-speaking families

II. Objectives: What will the student do (short-term)?

- * Students will be able to identify different members of a family in Spanish
- * Students will be able to tell what they and others have
- * Students will be able to write sentences about pictures from a magazine describing a family in Spanish
- * Students will be able to tell the class what items they have in their backpack

III. Standards: How does it align to the state standards?

- * INTASC # 3 - Teacher understands how students differ and creates instruction adapted to needs
- * INTASC # 6 - Teacher uses effective verbal, non-verbal, and media communication techniques
- * INTASC # 7 - Teacher plans and manages instruction based on subject matter, students, & curriculum
- * IASFL Standard 1.1 - Students engage in conversations and provide and obtain information
- * IASFL Standard 1.2 - Students understand and interpret spoken language
- * IASFL Standard 1.8 - Students demonstrate an understanding of language by comparisons

III. Materials: What will the teacher/student need?

- * **Tests:** graded tests from Chapter 5
- * **Portfolios:** students graded portfolios
- * **PowerPoint Presentation:** slides of family members with names in Spanish on them, family tree
- * **Family Tree:** page-size pictures of members of the P.P. family for chalkboard family tree
- * Magazines, paper, glue, and scissors
- * Laptop and video projector from library

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) Hand back to the students their portfolios and tests from Chapter 5. Go through each section and have students answer the questions to review the material and so that they can look over the tests. Answer any questions they may have until Ebbert students arrive (**15 min**).

(b) Body –

- (1) Introduce the new chapter on family and houses. Talk about the various activities that we will be doing: family tree, house plan, learning about Hispanic families, movie, etc. (**5 min**).

Lesson 2: Family Vocab Review, Tener Review

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to talk about their family and to describe their home
- * Students will be able to tell their age and find out someone else's age
- * Students will be able to tell what they have to do and are going to do
- * Students will be able to tell what belongs to them as well as to others
- * Students will be able to describe the differences in Spanish-speaking families

II. Objectives: What will the student do (short-term)?

- * Students will be able to say who their parents, uncles, grandparents, cousins, and pets are
- * Students will be able to tell what they have in their backpack
- * Students will be able to describe a picture of a family, both written down and orally
- * Students will be able to locate vocab words in Spanish when given only the English translation
- * Students will be able to label a family tree correctly and glue pictures to match

III. Standards: How does it align to the state standards?

- * INTASC # 2 - Teacher understands how students develop and creates learning experiences
- * INTASC # 4 - Teacher uses a variety of instructional strategies
- * INTASC # 8 - Teacher uses a variety of methods of assessment, both formal and informal
- * IASFL Standard 1.1 - Students engage in conversations and provide and obtain information
- * IASFL Standard 1.2 - Students understand and interpret spoken language
- * IASFL Standard 1.5 - Students demonstrate an understanding of the products & perspectives of culture

III. Materials: What will the teacher/student need?

- * **Handout:** picture of a family for students to describe
- * **Word search:** word search of different family names in Spanish, word bank in English
- * **Family tree:** handout of blank family tree with spaces for students to paste pictures and label
- * glue, paper, scissors, magazines
- * **Project Handout:** describe family tree project, rubric

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

(1) **BRR:** *¿Quiénes son tus padres? tíos? abuelos?*

¿Cuántos primos tienes? mascotas? (10 min)

(b) Body –

(1) Have students briefly review the *tener* conjugations. Ask students again – *¿Qué tienes en tu mochila?* If they need help with the vocab, they can turn to page 72. Ask others questions about what other students have as well in their bags (10 min).

Lesson 3: Family Tree Work Day (library), Family Vocab and Tener Quiz

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to talk about their family and to describe their home
- * Students will be able to tell their age and find out someone else's age
- * Students will be able to tell what they have to do and are going to do
- * Students will be able to tell what belongs to them as well as to others
- * Students will be able to describe the differences in Spanish-speaking families

II. Objectives: What will the student do (short-term)?

- * Students will be able to describe their family
- * Students will be able to write sentences using the verb *tener*
- * Students will be able to answer questions correctly on the family vocab and *tener* quiz
- * Students will be able to create a family tree using the correct Spanish vocabulary

III. Standards: How does it align to the state standards?

- * INTASC # 1 - Teacher understands discipline and creates meaningful learning experiences
- * INTASC # 3 - Teacher understands how students differ in learning and creates adapted opportunities
- * INTASC # 8 - Teacher uses a variety of assessment, both formal and informal
- * IASFL Standard 1.2 - Students engage in conversation and provide information
- * IASFL Standard 1.4 - Students demonstrate an understanding of cultural practices and perspectives
- * IASFL Standard 1.5 - Students demonstrate an understanding of cultural products and perspectives

III. Materials: What will the teacher/student need?

- * Students: family pictures materials for projects
- * **Quiz:** tener and family vocab quiz (quiz p.26, 27, 29)
- * Library access

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** *¿Cómo es tu familia?* Collect homework (**10 min**).

(b) Body –

- (1) Have students head down to the library to begin their family tree projects. They will have the majority of the remainder of the class period to work on getting their project finished up for presentations next class period. 15 minutes before class ends they must take the quiz (**60 min**).
- (2) At 2:00, have students wrap up what they are doing (they will have *some* time in class next time to finish up for their presentations. In the library, have students take the tener and family vocab quiz (**15 min**).

Lesson 4: Finish Family Trees, Presentations, House Vocab Intro

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to talk about their family and to describe their home
- * Students will be able to tell their age and find out someone else's age
- * Students will be able to tell what they have to do and are going to do
- * Students will be able to tell what belongs to them as well as to others
- * Students will be able to describe the differences in Spanish-speaking families

II. Objectives: What will the student do (short-term)?

- * Students will be able to tell with whom they live
- * Students will be able to finish their family trees
- * Students will be able to present their family trees to the class
- * Students will be able to take a virtual tour of a house using the new vocabulary
- * Students will be able to tell where a particular person is within a toy house

III. Standards: How does it align to the state standards?

- * INTASC # 2 - Teacher understands student learning and creates learning opportunities
- * INTASC # 4 - Teacher uses a variety of instructional strategies
- * INTASC # 6 - Teacher uses a variety of formal and informal assessment
- * IASFL Standard 1.2 - Students engage in conversation, providing and obtaining information
- * IASFL Standard 1.3 - Students present information, concepts, and ideas to an audience
- * IASFL Standard 1.5 - Students demonstrate and understanding of cultural products and perspectives

III. Materials: What will the teacher/student need?

- * Fisher Price People house with different people
- * **Handout:** La familia López and En casa worksheet
- * **PowerPoint:** presentation of my house and the different rooms in my house with vocab words
- * Laptop, video projector

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** ¿Con quién vives? (10 min).

(b) Body –

- (1) Give students some time to finish up their family trees (if needed) and work on how they are going to present the information to their class in Spanish (20 min).
- (2) Have students begin presenting their family trees to the class in Spanish. They must tell the class who each person is and how they are related to them (25 min).

Lesson 5: House Vocab Review, Ir A + Infinitive and Tener Que Intro

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to talk about their family and to describe their home
- * Students will be able to tell their age and find out someone else's age
- * Students will be able to tell what they have to do and are going to do
- * Students will be able to tell what belongs to them as well as to others
- * Students will be able to describe the differences in Spanish-speaking families

II. Objectives: What will the student do (short-term)?

- * Students will be able to answer questions and describe a house in Spanish
- * Students will be able to sing a song about an apartment in Spanish with good pronunciation
- * Students will be able to look for key vocab words in the song
- * Students will be able to create an advertisement for a house using the vocabulary words
- * Students will be able to act out skits based on a narration
- * Students will be able to say what they have to do and are going to do

III. Standards: How does it align to the state standards?

- * INTASC # 1 - Teacher understands content and makes subject matter meaningful for students
- * INTASC # 3 - Teacher understands how students differ and creates supporting learning experiences
- * INTASC # 6 - Teacher understands and uses a variety of communicative techniques
- * IASFL Standard 1.2 - Students understand and interpret written and spoken language
- * IASFL Standard 1.7 - Students recognize the distinct viewpoints of foreign language
- * IASFL Standard 1.11 - Students show evidence of becoming life-long learners of language

III. Materials: What will the teacher/student need?

- * **Transparency:** of questions similar to p.166 with a picture for students to describe
- * **Song** (music and lyrics): El Edificio (Bacilos)
- * Paper, scissors, glue, magazines
- * **TPRS Skits** for students to act out about a family and what they do in different rooms, props
- * **Signs** for different rooms (la cocina, la sala, el comedor, etc.)

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** Have students sing the song, *El Edificio* by Bacilos, looking out for vocab words (**10 min**).
- (2) Using a transparency of a house layout several questions, have students answer questions about the house based on what they see using the vocab from the chapter (**10 min**).

(b) Body –

- (1) Have students turn in their homework (worksheet). Go through p.166 **A** together as a class, having them look at p.164 to answer the questions (**10 min**).

Lesson 6: Family/House Vocab Review, Ir A/Tener Que Review

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to talk about their family and to describe their home
- * Students will be able to tell their age and find out someone else's age
- * Students will be able to tell what they have to do and are going to do
- * Students will be able to tell what belongs to them as well as to others
- * Students will be able to describe the differences in Spanish-speaking families

II. Objectives: What will the student do (short-term)?

- * Students will be able to describe a house by looking at a picture
- * Students will be able to make a "to do" list of things they and others need to do this weekend
- * Students will be able to cut out pictures and tell what they and others are going to do
- * Students will be able to insert the correct vocabulary words into the Crucigrama
- * Students will be able to "locate" certain people in a house by playing battle-house

III. Standards: How does it align to the state standards?

- * INTASC # 1 - Teacher understands subject matter and makes subject matter more meaningful
- * INTASC # 4 - Teacher uses a variety of instructional strategies
- * INTASC # 5 - Teacher creates a learning environment that encourages positive interaction
- * IASFL Standard 1.1 - Students engage in conversations, providing and obtaining information
- * IASFL Standard 1.3 - Students present information to an audience of listeners
- * IASFL Standard 1.5 - Students demonstrate an understanding of cultural products and perspectives

III. Materials: What will the teacher/student need?

- * **Transparency:** a picture of a house with the question, *¿Cómo es la casa?*
- * Glue, paper, scissors, magazines
- * **Crucigrama:** from Expansion Activities p.45
- * **Game:** Family/house battleship game board, 1/2 for notes, pictures of family people

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** using a transparency of a house and/or apartment, have students describe the apartment as best they can using the vocabulary from the chapter (15 min).

(b) Body –

- (1) On a separate piece of paper, have students create "to do" lists. They must use each subject once and write two different things that they must do this coming weekend, using the phrase "tener que". Share answers with the class (15 min).

Lesson 7: Floor Plan, Quiz: Ir A/Tener Que, House Vocab, Poss. Adj. Intro

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to talk about their family and to describe their home
- * Students will be able to tell their age and find out someone else's age
- * Students will be able to tell what they have to do and are going to do
- * Students will be able to tell what belongs to them as well as to others
- * Students will be able to describe the differences in Spanish-speaking families

II. Objectives: What will the student do (short-term)?

- * Students will be able to say what they are going to do this coming weekend
- * Students will be able to write sentences using "tener que" with various subjects
- * Students will be able to create their floor plans for their or a fictitious house
- * Students will be able to test their knowledge of the house vocab, tener que, ir a vocab
- * Students will be able to begin to say what things belong to whom

III. Standards: How does it align to the state standards?

- * INTASC # 2 - Teacher understands student learning and provides supporting opportunities
- * INTASC # 3 - Teacher understands student diversity and creates appropriate adaptations
- * INTASC # 7 - Teacher plans instruction based on knowledge of subject matter, students & curriculum
- * IASFL Standard 1.1 - Students engage in conversation and provide and obtain information
- * IASFL Standard 1.6 - Students further their knowledge of other disciplines (industrial tech)
- * IASFL Standard 1.8 - Students demonstrate and understanding of language by comparisons

III. Materials: What will the teacher/student need?

- * **Handout:** floor plan chart (or grid paper)
- * **Transparency:** floor plan example
- * **Worksheet:** *tener que* worksheet (p.65)
- * **Worksheet:** possessive adjectives worksheet (p.32-33)
- * **Quiz:** tener que, ir a, and house vocab (p.28,30; house vocab quiz sheet)

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** ¿Qué vas a hacer este fin de semana? ¿Qué van a hacer tú y tu familia? (10 min)

(b) Body –

- (1) Pass out *tener que* worksheet. Since students reviewed the "ir a" phrase, have them now practice the *tener que* phrase. Give them several minutes to complete the worksheet. Once they are finished, have them write 5 additional sentences of their own on the back. Go over answers as a class and share their own sentences (15 min).

Lesson 8: Possessive Adjective Review, Tener + Age

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to talk about their family and to describe their home
- * Students will be able to tell their age and find out someone else's age
- * Students will be able to tell what they have to do and are going to do
- * Students will be able to tell what belongs to them as well as to others
- * Students will be able to describe the differences in Spanish-speaking families

II. Objectives: What will the student do (short-term)?

- * Students will be able to sing a song, looking for the use of possessive adjectives
- * Students will be able to use of the correct possessive adjective
- * Students will be able to play hot potato, saying the correct possessive adjective when appropriate
- * Students will be able to say their age and ask others their age
- * Students will be able to create birthday invitations using vocabulary and grammatical structures

III. Standards: How does it align to the state standards?

- * INTASC # 4 - Teacher uses a variety of instructional strategies
- * INTASC # 5 - Teacher uses an understanding of group motivation to create a positive environment
- * INTASC # 6 - Teacher uses a variety of communicative techniques
- * IASFL Standard 1.3 - Students present information and ideas to an audience of listeners
- * IASFL Standard 1.4 - Students demonstrate an understanding of cultural practices and perspectives
- * IASFL Standard 1.11 - Students show evidence of becoming life-long learners of language

III. Materials: What will the teacher/student need?

- * **Song:** Mi Primer Millón (Bacilos), lyrics and music
- * **Worksheet:** possessive adjectives (p.32-33)
- * Several objects for pos. adj. game: ball, pencil, pen, etc. (or plastic foods from library in last chapter)
- * Egg timer
- * Hat (or container) with pieces of paper with various numbers on them
- * Candy
- * Card stock to make birthday cards

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** Have students sing the song, Mi Primer Millón by Bacilos. As students sing the song, have them look for any possessive adjectives that they can find (**10 min**).

(b) Body –

- (1) Briefly review the possessive adjectives as a class (**5 min**).

Lesson 9: Pos. Adj. Quiz, Culture: Hispanic Family, Quinceañera (Guest Speaker)

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to talk about their family and to describe their home
- * Students will be able to tell their age and find out someone else's age
- * Students will be able to tell what they have to do and are going to do
- * Students will be able to tell what belongs to them as well as to others
- * Students will be able to describe the differences in Spanish-speaking families

II. Objectives: What will the student do (short-term)?

- * Students will be able to make up any missing work that they might have
- * Students will be able to select the correct possessive adjective
- * Students will be able to quiz over the possessive adjectives
- * Students will be able to answer questions orally about a conversation
- * Students will be able to discuss differences between Hispanic families and their own

III. Standards: How does it align to the state standards?

- * INTASC # 6 - Teacher uses a variety of communicative techniques (including guest speaker)
- * INTASC # 8 - Teacher uses a variety of assessments, both formal and informal
- * INTASC # 10 - Teacher communicates and interacts with the community
- * IASFL Standard 1.2 - Students understand and interpret written and spoken language
- * IASFL Standard 1.7 - Students acquire information and recognize distinct cultural viewpoints
- * IASFL Standard 1.9 - Students make comparisons between cultures

III. Materials: What will the teacher/student need?

- * **Handout:** List of make-up work to be turned in next time
- * **CD:** of conversation on pg. 176
- * **Quiz:** possessive adjectives (quiz book p.31)
- * **Handout:** Venn Diagram of similarities and differences in family life

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** Write 5 sentences describing your brother(s) and/or sister(s) (**10 min**).

(b) Body –

- (1) To review for the quiz, give students some time to work through the workbook p.63-64 **F-I**.
Go through each section as a class (**20 min**).
- (2) Have students take the possessive adjectives quiz (**15 min**).
- (3) *Conversación:* Have students listen to the conversation listening activity between Tadeo and Jaime about going to a party. Play once without their books and the second time let them

Lesson 10: Quinceañera Video

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to talk about their family and to describe their home
- * Students will be able to tell their age and find out someone else's age
- * Students will be able to tell what they have to do and are going to do
- * Students will be able to tell what belongs to them as well as to others
- * Students will be able to describe the differences in Spanish-speaking families

II. Objectives: What will the student do (short-term)?

- * Students will be able to sing a song with relatively good pronunciation
- * Students will be able to read through a Spanish segment and translate the meaning
- * Students will be able to compare differences of the Quinceañera celebration
- * Students will be able to analyze a video about the Quinceañera and write down differences they find
- * Students will be able to share differences they find about the Quinceañera with the class
- * Students will be able to hypothesize what might happen next time in the video

III. Standards: How does it align to the state standards?

- * INTASC # 3 - Teacher understands student diversity and presents adapted opportunities
- * INTASC # 5 - Teacher understands student motivation and creates a positive learning environment
- * INTASC # 6 - Teacher uses a variety of communicative techniques: verbal, non-verbal, and media
- * IASFL Standard 1.4 - Students demonstrate an understanding of cultural practices and perspectives
- * IASFL Standard 1.7 - Students acquire information and recognize distinct cultural viewpoints
- * IASFL Standard 1.9 - Students make comparisons between cultures

III. Materials: What will the teacher/student need?

- * **Song:** music and lyrics to *El Edificio* (Bacilos)
- * **TV/VCR:** from media center
- * **Video:** "Sweet 15"
- * Graded quizzes from last time

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** Have students pass in any make-up work that needs to be done. Pass out the song lyrics to *El Edificio* by Bacilos. Have students sing along with the music (**10 min**).

(b) Body –

- (1) Pass back to the students their possessive adjectives quizzes. Quickly go through the answers. Have them look them over and ask if there are any questions (**5 min**).

Lesson 11: Finish Quinceañera Video, Discussion, Trabalenguas

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to talk about their family and to describe their home
- * Students will be able to tell their age and find out someone else's age
- * Students will be able to tell what they have to do and are going to do
- * Students will be able to tell what belongs to them as well as to others
- * Students will be able to describe the differences in Spanish-speaking families

II. Objectives: What will the student do (short-term)?

- * Students will be able to pronounce the Spanish "v" and "b" with relative fluency
- * Students will be able to compare differences of the Quinceañera celebration
- * Students will be able to analyze a video about the Quinceañera and write down differences they find
- * Students will be able to share differences they find about the Quinceañera with the class
- * Students will be able to discuss the main cultural differences of Hispanic families and Quinceañera
- * Students will be able to reflect on the similarities and differences that they found

III. Standards: How does it align to the state standards?

- * INTASC # 3 - Teacher understands student diversity and presents adapted opportunities
- * INTASC # 5 - Teacher understands student motivation and creates a positive learning environment
- * INTASC # 6 - Teacher uses a variety of communicative techniques: verbal, non-verbal, and media
- * IASFL Standard 1.4 - Students demonstrate understanding of cultural practices and perspectives
- * IASFL Standard 1.7 - Students acquire information and recognize distinct cultural viewpoints
- * IASFL Standard 1.9 - Students make comparisons between cultures

III. Materials: What will the teacher/student need?

- * **TV/VCR:** from media center
- * **Video:** "Sweet 15"
- * **Handout:** trabalenguas, b and v

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** work with students on their pronunciation, specifically with the Spanish "v" and "b" sound. Have students turn to page 177 and lead them through the short pronunciation activity. Have students repeat the sounds after you until they notice that there is no difference in their pronunciation (**5 min**).
- (2) Pass out the Trabalenguas b-v handout. Go through the tongue-twisters several times so that students can follow along and hear proper pronunciation. Have students then attempt to do the Trabalenguas, each time speeding up more and more (**10 min**).

Lesson 12: Chapter Review and Game Day

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to talk about their family and to describe their home
- * Students will be able to tell their age and find out someone else's age
- * Students will be able to tell what they have to do and are going to do
- * Students will be able to tell what belongs to them as well as to others
- * Students will be able to describe the differences in Spanish-speaking families

II. Objectives: What will the student do (short-term)?

- * Students will be able to listen and to respond appropriately to aural activities
- * Students will be able to write a story about a family by seeing a picture
- * Students will be able to review the information from the chapter by playing Clue in groups
- * Students will be able to prepare for their test by working on their study guides and portfolios

III. Standards: How does it align to the state standards?

- * INTASC # 1 - Teacher understands subject matter and makes subject matter more interesting
- * INTASC # 4 - Teacher creates a variety of instructional strategies to promote critical thinking
- * INTASC # 8 - Teacher uses a variety of assessments, both formal and informal
- * IASFL Standard 1.1 - Students engage in conversations and provide and obtain information
- * IASFL Standard 1.2 - Students understand and interpret written and spoken language
- * IASFL Standard 1.3 - Students present information, concepts, and ideas to an audience

III. Materials: What will the teacher/student need?

- * **Transparency:** picture of a family and a house to write stories about
- * **Game:** House and Family Clue (enough for 4 groups)
- * **CD/Workbook:** listening activities from the listening activity workbook and CD
- * **Handout:** portfolio list (½ sheets)

IV. Instructional Strategies: How will you teach the information?

(a) Opener –

- (1) **BRR:** *¿Qué vas a hacer este fin de semana? ¿Qué tienes que hacer?* (10 min)

(b) Body –

- (1) Have students get out their listening activities book. Have them go through various listening exercises to help review for the test. Try to provide less scaffolding than previous times. Repeat certain activities if necessary (15 min).
- (2) Put up a picture on the overhead projector of a family and their house. Give students time to write a story about the family with made up names, relationships, locations, etc. They need

Lesson 13: Review and Chapter Test

Overall Goal: to arm students with the necessary skills to communicate well in Spanish

I. Goals: What do you want the student to learn (long-term)?

- * Students will be able to talk about their family and to describe their home
- * Students will be able to tell their age and find out someone else's age
- * Students will be able to tell what they have to do and are going to do
- * Students will be able to tell what belongs to them as well as to others
- * Students will be able to describe the differences in Spanish-speaking families

II. Objectives: What will the student do (short-term)?

- * Students will be able to review for their quiz
- * Students will be able to display their knowledge of family vocab
- * Students will be able to display their knowledge of house vocab
- * Students will be able to display their knowledge of *tener que/ir a*
- * Students will be able to display their knowledge of possessive adjectives

III. Standards: How does it align to the state standards?

- * INTASC # 2 - Teacher understands student learning, creates learning opportunities to support growth
- * INTASC # 7 - Teacher plans and manages instruction based on content, students and curriculum
- * INTASC # 8 - Teacher uses a variety of formal and informal assessment techniques
- * IASFL Standard 1.2 - Students understand and interpret written and spoken language
- * IASFL Standard 1.7 - Students recognize the distinct viewpoints through foreign language
- * IASFL Standard 1.8 - Students make comparisons between the nature of languages

III. Materials: What will the teacher/student need?

- * **Game:** Spanish Jeopardy, Chapter 6 Edition
- * **Test:** Chapter 6 test

IV. Instructional Strategies: How will you teach the information?

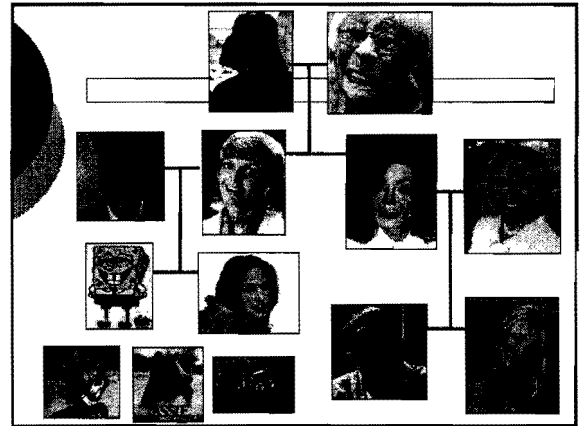
(a) Opener –

- (1) Give students the first part of class to finish their study guides, study for the test, and organize their portfolios. Help review as needed. Make sure they use this time wisely (**15 min**).

(b) Body –

- (1) After Ebbert students arrive, reintroduce Spanish Jeopardy, Chapter 6 Edition. Break students into three different teams (pre-chosen groups). Have each team make up a team name. Once the teams are established, have each team send a representative to the front. They will choose a category and the one first to raise their hand gets to answer. However if they answer incorrectly, the others have an opportunity to answer. Students must answer in the form of a question - *¿Qué es _____?* Play game until the board is clear. At the

Mi Familia



Yo soy Sponge Bob. Soy el **hijo** de mis **padres**, Bob Saget y la Señora Brady.

el padre

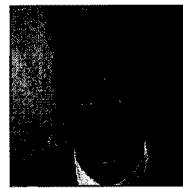


la madre



el hijo

Mis **padres** son **esposos**.
Son **maridos**



el marido
el esposo



la mujer
la esposa

Tengo una **hermana**. Mi **hermana** es J-Lo. Somos los **hijos** de los **padres**.

los hijos

los hermanos



el hijo

el hermano



la hija

la hermana

Tengo dos **abuelos**.
Soy el **nieto** de los **abuelos**

el abuelo



la abuela



el nieto

¡Bienvenidos
a mi casa!



Esta es mi casa.
Es una casa de tres pisos.



El segundo piso

El primer piso

La planta baja

Mi casa tiene un garaje. Tengo un carro.
El garaje está cerca de (or near) la casa.



El carro

Alrededor de (around) la casa, tengo
un jardín. Es un jardín muy bonito.



French Quarter courtyard garden.

Yo tengo una sala...



En la sala, veo la televisión...



— Veo una película



— Veo las noticias

Veo una emisión deportiva



En la sala, leo...



El periódico



Una revista



Un libro

Yo tengo un baño.
Voy al baño en el baño.



Actividades en la casa...

Bienvenidos a la familia Hernández. Hoy papá, mamá y sus dos hijos están en casa.

- (1) Papá está en *la calle* en su carro.
- (2) Papá llega a casa en carro de su trabajo. Llega en su carro en *el garaje*.
- (2) Mamá cocina la cena para la familia. Ella está en *la cocina*.
- (3) Papá entra en *la cocina* y da un beso (gives a kiss) a su esposa. Se besan.
- (4) Los dos hijos juegan al fútbol. Ellos están en *el jardín*.
- (5) El hijo, Adán, tiene que ir al baño mucho. Va directamente al *cuarto de baño*. El lee un periódico en *el baño*.
- (6) Eva, la hija, no va al *baño*. Ella va a *la cocina*.
- (7) Ahora, toda la familia come la cena. Toda la familia va al *comedor*. La cena es muy buena. ¡Buen trabajo, mamá! La familia está en *el comedor*.
- (8) Después de comer, Adán y Eva, los hijos miran la televisión. Ven una película, no una emisión deportiva. Los hijos están en *la sala*.
- (9) Papá y mamá están cansados. Tienen que dormir (to sleep). Ellos van a *la recámara*, o al *cuarto*. Papá lee el periódico y mamá duerme en *el cuarto*.
- (10) Ahora ya es tarde. Son las once de la noche. Adán y Eva tienen que dormir también. Después de mirar la televisión, van a *la habitación*.

Family Battleship

Find out which member of the house is in which room. Put a “/” in the box if you know someone is in that room. Put an “X” in the box if you *know* the person is there.

First, ask if anyone is in a room: ¿Está alguien en _____?

Second, ask which person is in that room: ¿Está _____ en _____?

	La recámara #1	La recámara #2	El baño	La sala	El comedor	La cocina
La abuela						
El padre						
El perro						
La hija						
La tía						

Family Battleship

Find out which member of the house is in which room. Put a “/” in the box if you know someone is in that room. Put an “X” in the box if you *know* the person is there.

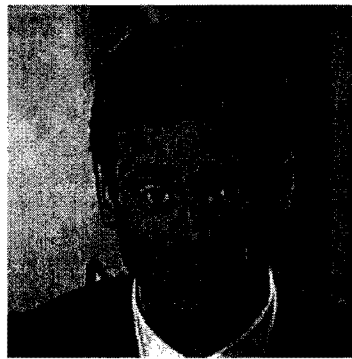
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	La recámara #1	La recámara #2	El baño	La sala	El comedor	La cocina
La abuela						
El padre						
El perro						
La hija						
La tía						



La abuela



El padre



El perro



La hija



La tía

Unit Plan

Spanish I



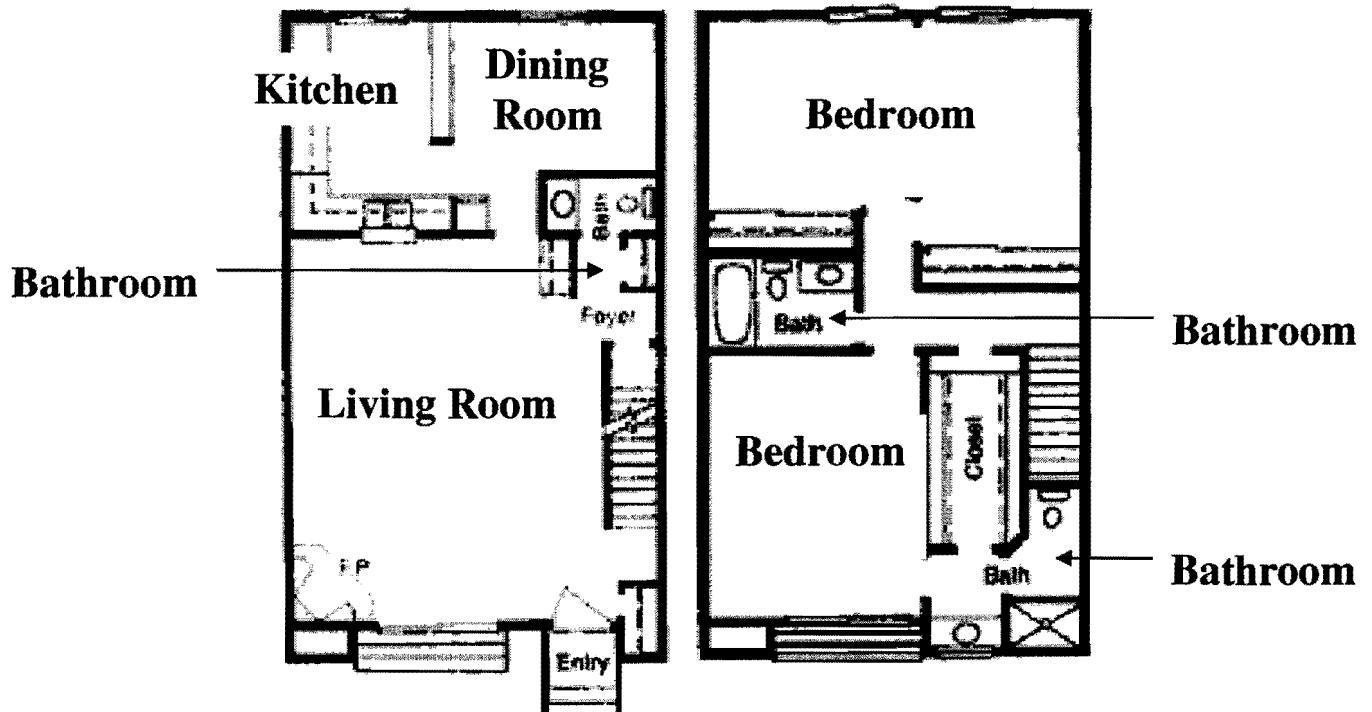
Chapter 6:

La familia, la casa, tener que/ir a, and
possessive adjectives

Señor Kauffman

¿Cómo es la casa?

Describe the house as best you can with the vocabulary that you know.



El Edificio (Bacilos)

Hace muchos años en la calle 83
En un edificio construido con los pies
De buenos cimientos y una vista doble al mar
Donde se sentía que algo extraño iba a pasar.
Y los de arriba festejaban noche y día
Y los de abajo se quejaban del relajo
Y los del centro, y los del centro
esperando su momento.

Nunca supo nadie quien cuidaba el edificio
pero todos juntos vivían en un paraíso
no hay agua caliente, y la luz se va a las 6
y con solo un ascensor mejor bajar a pie
y los de arriba compraron generadores
y los de abajo leen con velas de colores
y los del centro, y los del centro
estaban de vacaciones

Señor superintendente
nada es nuevo nada vino de repente
si usted, no hace algo ya
cada día habrá mas cosas que arreglar

Un señor del piso 20 decidió bajar
y en el piso 7 lo invitaron a tomar
café con leche con las manos amarradas
sin una contribución no lo vamos a soltar
y los de arriba asustados se escaparon
y los de abajo asustados se quedaron
y los del centro y los del centro repartiendo apartamentos

Señor superintendente
nada es nuevo nada vino de repente
si usted, no hace algo ya
cada día habrá mas cosas que arreglar

Superintendente no se vuela un aladino de repente
si usted no hace algo mas
no le van a dar su Nóbel de la paz

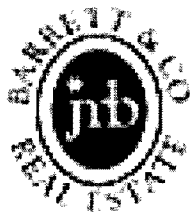
Les doy mi testimonio, hace un año que me fui
encontré un nuevo edificio encontré donde vivir
No conozco a mis vecinos me hace falta mi balcón
como extraño mi cocina como extraño mi balcón
pero aquí si hay agua caliente y las velas son de adorno
señor superintendente, ya ni me asusto ni me escondo

Nombre: _____

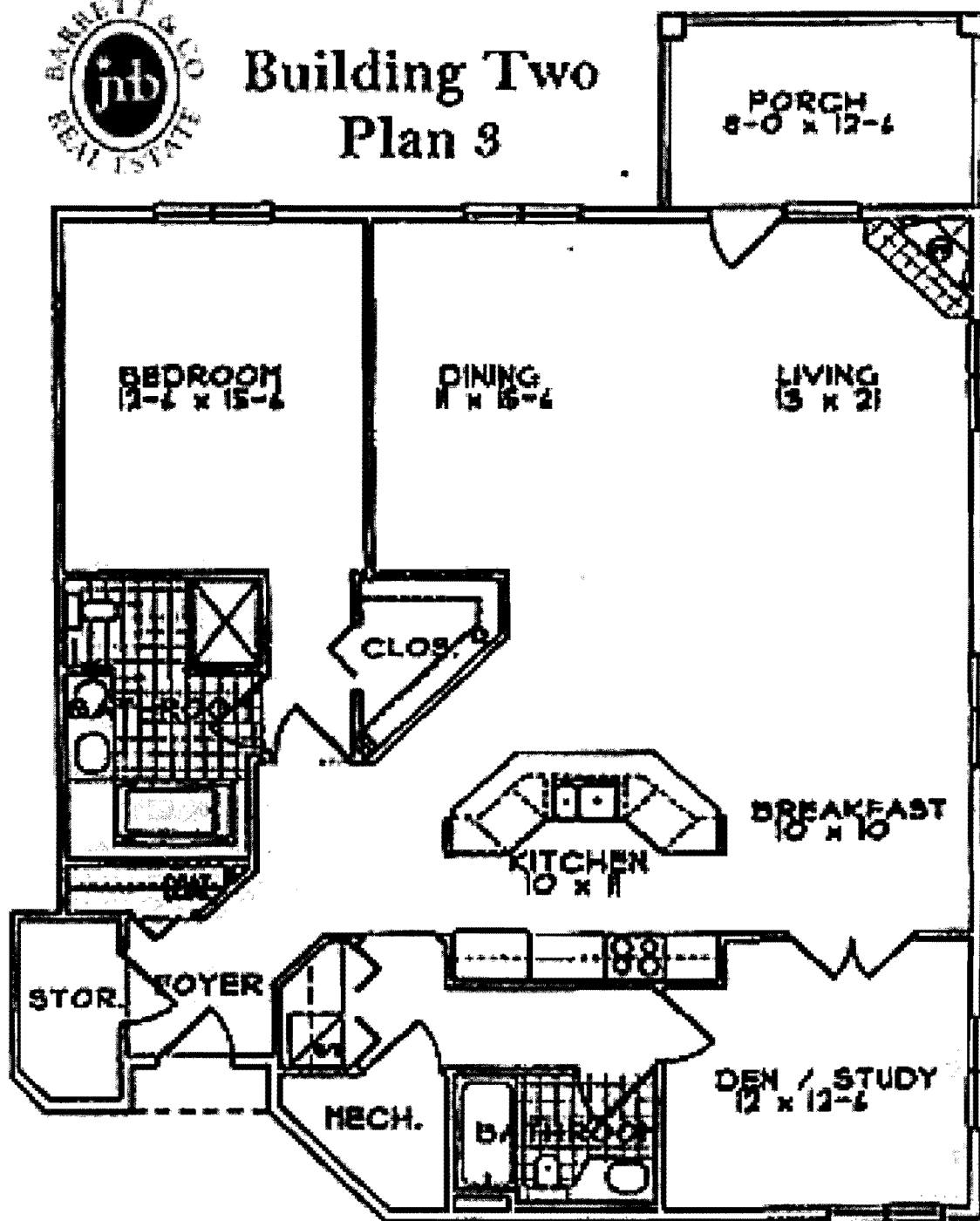
Una Familia

Using the vocabulary you are learning from the family chapter, write at least 10 different sentences about the family using the vocabulary from this chapter. Describe the family, their relationship, what they look like, and what they are wearing.





Building Two Plan 3



La coquina

El jardín

El baño

**La recámara
El cuarto**

**El dormitorio
La habitación**

Trabalenguas – “b” y “v”

(#1) El vino vino, pero el vino no vino vino. El vino vino vinagre.

The wine came, but the wine didn't come (as) wine. The wine came (as) vinegar.

(#2) Estaba en el bosque Francisco buscando a un bizco vasco tan brusco, que al verlo le dijo a un chusco: "Busco al vasco bizco brusco."

Francisco was in the forest searching for an ill-mannered (person) who saw him and asked: Are you searching for the forest, cross-eyed Basque?

(#3) Ese bobo nunca debe beber vino, vida boba y breve vivirá si bebe.

This fool never should drink wine, a short and dumb life he will live if he drinks.

(#4) El obispo vasco de Vizcaya busca el obispo vasco de Guipúzcoa.

The Basque bishop of Vizcaya is looking for the Basque bishop of Guipuzcoa.

Trabalenguas – “b” y “v”

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The Basque bishop of Vizcaya is looking for the Basque bishop of Guipuzcoa.

Write a story about either family. Use made-up names to talk about the family, their relationships, location, and their house. Write about a half a page in Spanish as best you can about either family.



Preguntas:

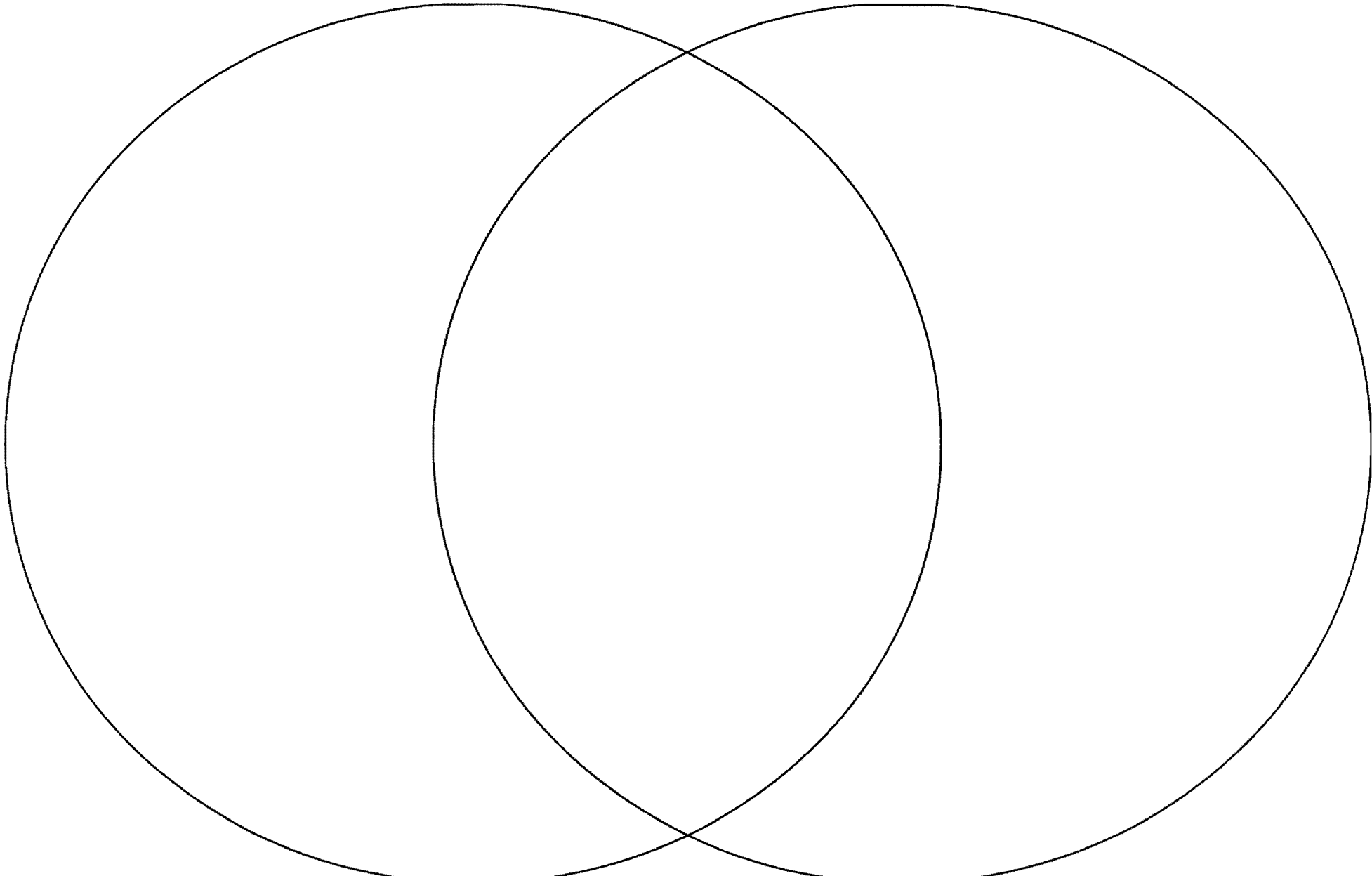
Answer in Spanish with complete sentences.

1. ¿Dónde prepara la familia la comida?
2. ¿Dónde comes tú en la casa?
3. ¿Dónde miran Uds. la televisión?
4. ¿Qué leen en la sala?
5. ¿Qué miramos nosotros en la televisión?

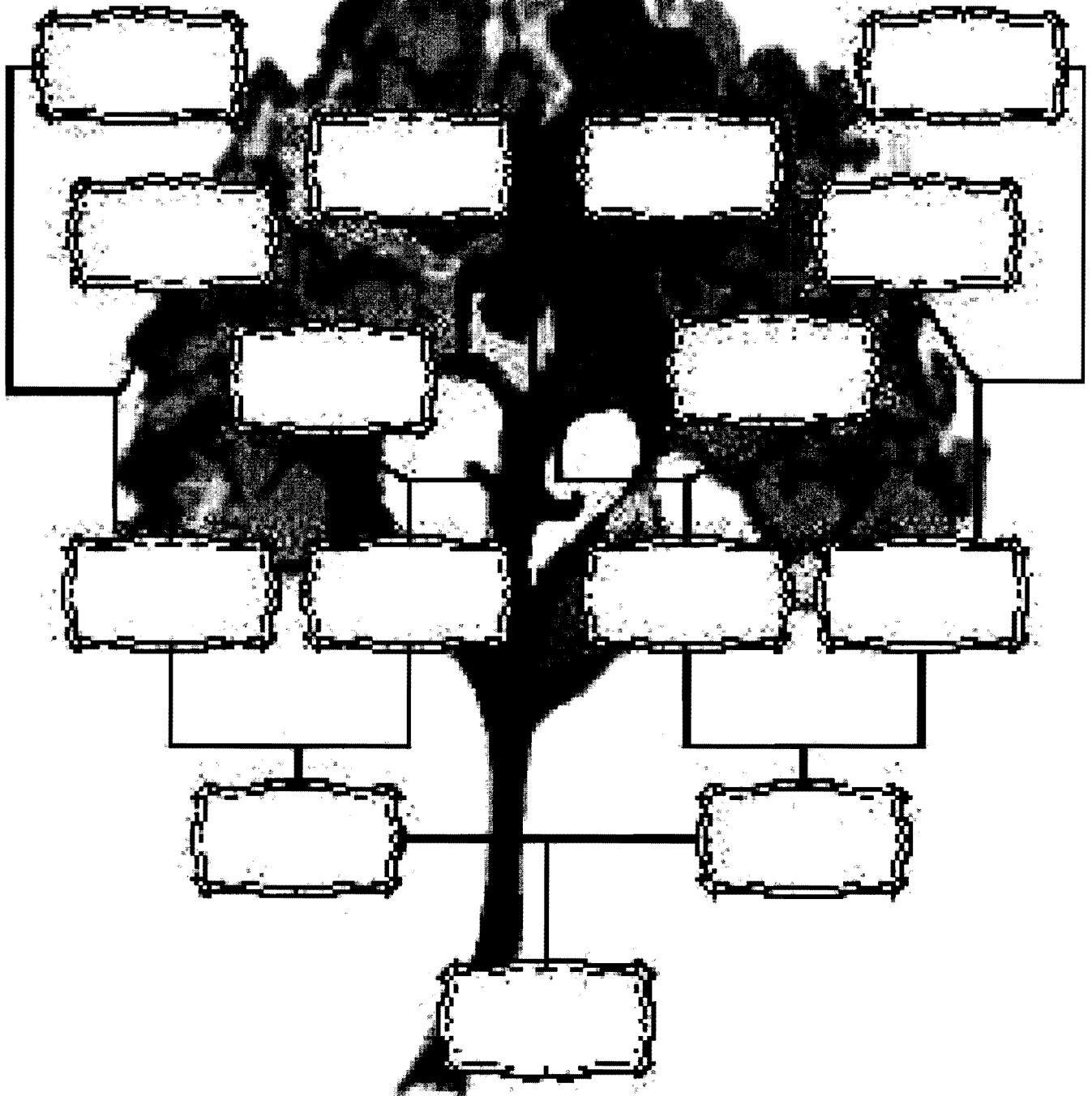
Venn diagram: Similarities and differences in family life

United States Culture

Hispanic Culture



My Family Tree



Nombre _____

Fecha _____

La Familia

Find and circle the 20 different words in the word bank.

Write the English translation of the word next to the Spanish word.

A	O	M	D	P	H	O	E	L	B	I	M	R	N	I	D	I	A	E	U	H	M	R	O	I
I	R	S	I	H	E	E	L	E	J	O	R	L	O	E	G	O	A	O	R	A	I	E	E	M
I	R	I	R	I	M	B	H	T	H	O	M	S	R	U	O	O	I	M	L	L	R	J	R	M
S	S	B	R	U	A	I	H	R	E	S	P	S	E	A	N	R	M	O	A	E	T	M	A	I
N	I	A	J	R	H	O	O	R	R	B	A	A	I	B	A	E	U	A	L	N	U	R	O	O
B	G	E	R	P	E	O	R	B	O	A	B	N	E	B	U	R	I	D	R	R	U	B	J	J
H	R	T	U	S	R	J	O	P	E	U	D	A	O	R	I	T	B	I	E	E	A	O	A	N
A	A	S	P	R	R	A	A	B	E	E	J	A	S	B	D	A	O	M	J	R	O	R	I	L
S	R	O	E	H	N	E	R	L	O	A	E	A	O	A	R	A	O	E	N	D	O	I	T	I
O	O	P	D	I	E	M	A	I	R	U	A	E	I	I	A	A	M	T	I	M	R	O	O	N
P	P	B	R	D	N	R	I	P	I	E	N	U	E	L	L	A	O	R	O	O	R	R	B	E
O	M	B	R	N	E	T	M	P	O	A	M	A	R	R	O	I	A	O	O	I	I	O	U	H
M	O	R	N	I	N	I	J	A	O	B	O	P	N	B	I	M	O	A	T	T	O	E	A	E
S	R	L	O	I	N	R	E	H	N	I	N	A	O	M	I	I	E	M	R	L	A	A	E	O
J	I	I	A	I	E	O	I	O	T	A	D	E	M	R	E	O	R	E	H	O	O	G	E	B
E	P	S	A	A	N	T	I	B	O	E	U	N	N	O	S	I	T	I	R	I	J	I	P	O
A	A	E	A	H	E	R	O	H	A	N	A	M	E	M	E	U	S	O	N	D	O	I	T	I
E	J	A	M	R	U	R	O	I	M	I	U	R	P	I	A	D	A	A	N	O	A	O	H	P
D	O	L	I	T	A	S	I	O	N	T	G	I	T	O	T	A	H	O	A	A	N	P	E	S
H	G	O	N	M	A	J	A	E	T	T	I	I	T	N	O	I	M	O	R	O	M	R	D	M
B	M	R	D	E	U	M	G	I	O	O	J	N	R	M	I	A	P	I	T	S	B	R	U	I
P	D	H	M	A	D	A	N	I	M	I	H	A	M	U	A	R	T	I	R	I	R	S	E	E
R	O	N	R	B	O	I	L	A	A	O	J	M	O	J	I	T	A	E	H	P	D	R	I	H
R	I	B	M	A	S	R	R	I	L	U	O	A	O	M	A	E	A	N	I	T	E	I	I	R
O	I	M	B	R	A	A	H	R	O	O	I	I	O	N	J	A	M	I	E	N	E	S	I	E

abuelo

abuela

padre

madre

tío

tía

hijo

hija

hermano

hermana

nieto

nieta

sobrino

sobrina

primo

prima

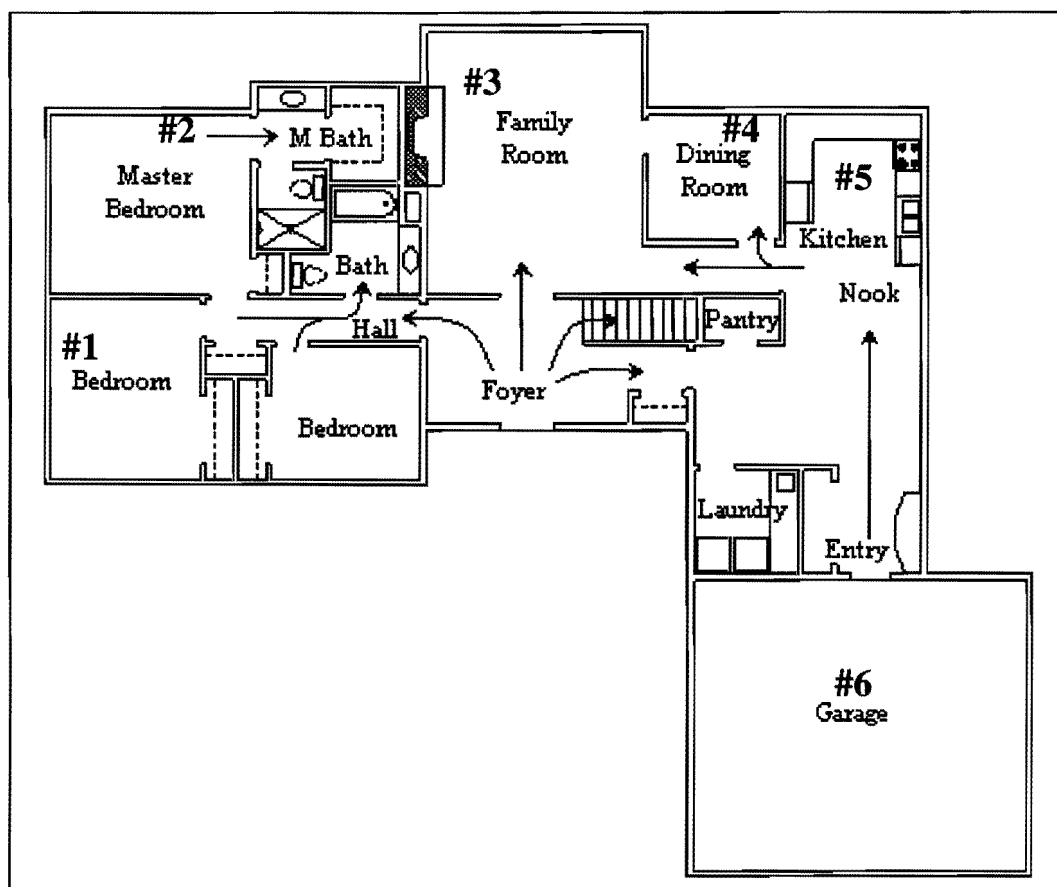
gato

perro

marido

mujer

Label the different parts of the house in Spanish. Write the correct Spanish word in the appropriate blank which matches with the number.



#1 _____ #4 _____

#2 _____ #5 _____

#3 _____ #6 _____

Unit Plan

Spanish II



Chapter 9:

El verano y el invierno, el pretérito y
objetos indirectos

Señor Kauffman